

Textbook Alignment to the Utah Core – Kindergarten Mathematics

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No X

Name of Company and Individual Conducting Alignment: Independent Contractor, Janice Ricci

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

X The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name/grade of the core document used to align): Kindergarten Mathematics Core Curriculum

Title: HSP Math

ISBN#: 0-15-341258-5 SE;
0-15-343383-3 TE; 0-15-342544-X TE

Publisher: Harcourt School Publishers

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: Ancillary materials aligned to SE specific lessons cover the same standards as that lesson.

STANDARD I: Students will understand simple number concepts and relationships.

Percentage of coverage in the *student and teacher edition* for Standard I: 100%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0%

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Identify and use whole numbers up to 30.				
a.	Represent whole numbers using concrete, pictorial, and symbolic representations.	35 – 36, 37 – 38, 39 – 40, 43 – 44, 45 – 46, 47 – 48, 91 – 92, 93 – 94, 95 – 96, 97 – 98, 101 – 102, 103 – 104, 105 – 106, 179 – 180, 181 – 182, 183 – 184, 185 – 186, 191, – 192, 193 – 194		
b.	Order a set of up to ten objects and use ordinal numbers from first to tenth to identify the position of the object in the chosen order.	49 – 50, 107 – 108, 109 – 110, 197 – 198		
c.	Use one-to-one correspondence when counting a set of objects and develop a strategy for keeping track of counted and uncounted objects.	31 – 32, 33 – 34, 95 – 96, 125 – 126		
Objective 1.2: Identify and use simple relationships among whole numbers up to 30.				
a.	Estimate quantities in a set of objects using multiples of 10 as benchmark numbers.	112, 187 - 188		
b.	Compose and decompose quantities to establish a relationship between the parts and the whole.	311 - 312		
c.	Recognize 5 or 10 as a part of the part-whole relationship of numbers.	295 – 296, 297 – 298, 299 – 300, 305 – 306, 311 - 312		
d.	Compare sets of objects and determine whether they have the same, fewer, or more objects.	33 – 34, 47 – 48, 103 – 104		
Objective 1.3: Model, describe, and illustrate meanings of addition and subtraction for whole numbers less than ten.				

a.	Demonstrate the joining and separating of sets of objects to solve problems.	293 – 294, 297 – 298, 299 – 300, 319 – 320, 321 – 322, 323 – 324, 325 – 326, 329 – 330, 331 – 332, 333 – 334, 335 – 336		
b.	Describe the joining or separating of sets with informal language when using models.	305 – 306, 307 – 308, 331 – 332, 333 – 334		
c.	Record pictorially the results from joining or separating of sets.	295 – 296, 297 – 298, 299 – 300, 303 – 304, 307 – 308, 309 – 310, 311 – 312, 321 – 322, 323 – 324, 326, 329 – 330, 333 – 334, 335 – 336		
STANDARD II: Students will sort and classify objects as well as recognize and create simple patterns.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Identify, sort, and classify objects according to on attributes.				
a.	Sort objects into groups by attribute and identify which attribute was used.	5 – 6, 7 – 8, 9 – 10, 11 – 12, 15 – 16, 17 – 18, 19 – 20, 21 – 22, 23 – 24, 125 – 126		
b.	Describe multiple ways to sort and classify a group of objects.	15 – 16, 17 – 18, 19 – 20		
Objective 2.2: Identify, duplicate, describe, and extend simple repeating and growing patterns.				
a.	Identify and describe simple repeating patterns with numbers and shapes.	73 – 74, 75 – 76, 79 – 80, 81 – 82, 219 – 220		

b.	Duplicate and extend simple repeating patterns with numbers and shapes.	75 – 76, 79 – 80		
c.	Describe simple growing patterns with shapes.	83 – 84		
d.	Identify simple patterns in the environment.	77 – 78		
STANDARD III: Students will understand basic geometry and measurement concepts as well as collect and organize data.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100%</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0%</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Identify and create simple geometric shapes and describe simple spatial relationships.				
a.	Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations.	151 – 152, 153 – 154, 155 – 156		
b.	Combine shapes to create two-dimensional objects (e.g., using a triangle and square to create a picture of a house).	157 – 158		
c.	Use words to describe position and distance.	61 – 62, 63 – 64, 65 – 66, 67 – 68, 69 – 70		
d.	Investigate two- and three-dimensional shapes including hexagons, trapezoids, spheres, cubes, and cones.	147 – 148, 149 – 150, 151 – 152, 153 – 154, 155 – 156, 157 – 158		
Objective 3.2: Identify and use measurable attributes of objects and units of measurement.				
a.	Identify clocks and calendars as tools that measure time.	265 – 266, 267 – 268, 279 – 280, 281 – 282		

b.	Identify a day, week, and month on a calendar and name the days of the week in order.	261 – 262, 263 – 264		
c.	Identify pennies, nickels, dimes, and quarters as units of money.	205 – 206, 207 – 208, 209 – 210, 213 – 214, 215 – 216, 217 – 218		
d.	Compare two objects by measurable attributes (i.e., length, weight) and order several objects by measurable attributes (i.e., length, weight).	233 – 234, 235 – 236, 247 – 248, 249 – 250		
Objective 3.3: Collect and organize simple data.				
a.	Pose questions and gather data about self and surroundings.	137 – 138		
b.	Organize data obtained from sorting and classifying objects.	23 – 24, 123 – 124, 125 – 126, 129 – 130		